

# **COMPUTER ASSISTED LANGUAGE LEARNING FOR LEARNING ENGLISH IN SAUDI ARABIA**

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admission to the Degree of Doctor of Philosophy

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## **CERTIFICATE OF AUTHORSHIP/ORIGINALITY**

I certify that the work in this thesis has not previously been submitted for a degree nor has it been submitted as part of requirements for a degree except as fully acknowledged within the text.

I also certify that this thesis has been written by me. Any help that I have received in my research work and the preparation of the thesis itself has been acknowledged. In addition I certify that, all information sources and literature used are indicated in the thesis.

Signature of Candidate

Turki Al mukhallafi

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## **ABBREVIATIONS**

CALS	Computer Assisted Language Software
CALL	Computer Assisted Language Learning
CD-ROM	Compact Disk-Read Only Memory
CMC	Computer-Mediated Communication
EFL	English as a Foreign Language
ENL	English as a Native Language
ESL	English as a Second Language
ICT	Information Communication Technology
ICTAR	Information Communication Technologies in the Arab Region
IM	Instant Messaging
IT	Information Technology
MENA	Middle East and North Africa
MOE	Ministry of Education
PC	Personal Computers
SPSS	Statistical Package for Social Science
SRS	Speech Recognition Software
UN	United Nations
UNDP	The United Nations Development Program
VC	Video Chat

## **ABSTRACT**

The goal of this research was to study the attitudes of English language teachers of intermediate level schools in the Al Madina region with respect to the effectiveness of Computer Assisted Language Learning (CALL) in teaching and learning English, and to seek their views on various issues pertaining to readiness for implementation of teaching using CALL. The views of intermediate level teachers had not been studied prior to this research. A mixture of qualitative and quantitative approaches were used in the data collection process. The researcher designed a questionnaire and an interview to ascertain the teachers' attitudes, and also the status of computer usage in teaching English in the classrooms, and the teachers' readiness to use computers to teach English and move away from 'traditional' face-to-face methods.

This study aimed to inform stakeholders of what might be needed to empower teachers with the skills and equipment necessary for the introduction of this innovation and provide information that could facilitate implementation of computers in teaching English in intermediate level schools, in Al Madina, Saudi Arabia, with the hope that such practice could be generalised throughout the Kingdom at large.

The results of the research disclosed that teachers felt that Saudi Arabia was not technologically advanced in teaching English but most teachers had knowledge about using computers and the Internet in teaching English and would welcome the implementation of computers in intermediate schools, but overall they felt that more training and information was needed. It was found that students also have knowledge of using computers and the Internet but some did not have adequate access to either. Also, there were already ICT systems in some (mainly private) schools and that teaching and learning English via computers was believed to be entertaining, enjoyable and more effective than traditional methods and could provide access to remote students, enabling distance education. Teachers were also concerned that there were some problems that needed to be addressed regarding the currently available CALL programs and syllabuses.

The implications of the research were, that for general implementation of computers and the Internet for the teaching and learning of English to be successful, improvements needed to be made in providing new, computer oriented syllabuses, sufficient hardware and suitable software and that ongoing training of teachers be implemented to keep them abreast of advances in English language teaching via computer.

## مستخلص

تهدف هذه الدراسة إلى امكانية معرفة توجه وتطلع معلمين اللغة الانجليزية في تطبيق الحاسوب في تدريس اللغة الانجليزية في منطقة المدينة المنورة بالمملكة العربية السعودية على أمل تعميمها على أنحاء المملكة وبهذا تحدث الدراسة نقلة للمعلمين والمتعلمين وذلك باستخدام الحاسوب المساعد في التدريس والتعلم وقد استطلع الباحث معلمي اللغة الانجليزية بالمرحلة المتوسطة لمعرفة وجهة نظرهم في امكانية تطبيق الحاسوب في مجال تدريس اللغة الانجليزية واعتمد الباحث على الاستبانات والمقابلات الشخصية لجمع البيانات لغرض تحقيق هدف هذه الدراسة. وتساعد هذه الدراسة متخذي القرار بالمملكة العربية السعودية بشأن تدريب معلمي الانجليزية على استخدام الحاسوب بمجال تعلم اللغة الانجليزية وتطبيق فكرة المشروع بمدارسهم.

### توصل الباحث إلى نتائج هامة منها ما يلي:-

- ١- معظم معلمي اللغة الانجليزية بالمرحلة المتوسطة في منطقة المدينة المنورة لديهم المام باستخدام الحاسوب في تدريس اللغة الانجليزية ويتطلعون لمزيد من التدريب في هذا المجال لتعزيز المهارات لديهم.
- ٢- المملكة العربية حسب الاستطلاع ليست متقدمة في مجال استخدام الحاسوب في التدريس.
- ٣- طلاب المرحلة المتوسطة بالمنطقة لديهم معرفة باستخدام الحاسوب والانترنت.
- ٤- معلموا اللغة الانجليزية بالمرحلة المتوسطة بالمنطقة يرحبون بتطبيق الحاسوب في تدريس اللغة الانجليزية.
- ٥- توجد تقنيه الكترونيه مدرسيه في بعض المدارس وبالاخص الخاصه منها وهذا بالتالي يساعد على تعميمه على باقي مدن المملكة.
- ٦- التعلم والتدريس بواسطة الحاسوب فيه عنصر المتعة والحافز للطلاب كما أنه يخلق علاقة عن بعد بين التلاميذ ومعلميهم.
- ٧- تصميم المناهج الالكترونيه لتدعيم المناهج والكتب الدراسي والتدريس وتحتفز الطالب السعودي على التفاعل في تعلم الانجليزية عن طريق الحاسوب وبما يخدم العملية التعليمية.



٨- على الرغم من المشاكل التي قد تعوق تطبيق هذه الفكرة للمشروع تبقى على الرغم من ذلك من أكثر طرق واساليب التعليم فعالیه اذا اخذ بالاعتبار المناهج الالكترونيه المناسبه والتغلب على المشاكل التقنيه التي قد تصاحب تطبيق هذه الفكرة.